

# Nationalism and Sectionalism

## MAIN IDEA

Patriotic pride united the states, but tension between the North and South emerged.

## WHY IT MATTERS NOW

The tension led to the Civil War, and regional differences can still be found in the United States today.

## TERMS & NAMES

nationalism	James Monroe
Henry Clay	sectionalism
American System	Missouri Compromise
Erie Canal	Monroe Doctrine

## ONE AMERICAN'S STORY

The War of 1812 sent a wave of nationalist feeling through the United States. **Nationalism** is a feeling of pride, loyalty, and protectiveness toward your country. Representative **Henry Clay**, from Kentucky, was a strong nationalist. After the war, President James Madison supported Clay's plan to strengthen the country and unify its regions.

## A VOICE FROM THE PAST

Every nation should anxiously endeavor to establish its absolute independence, and consequently be able to feed and clothe and defend itself. If it rely upon a foreign supply that may be cut off . . . it cannot be independent.

Henry Clay, quoted in *The Annals of America*



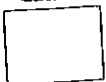
In this section, you will learn how nationalism affected U.S. economic growth and foreign policy. You'll also see how Americans were beginning to be torn between the interests of their own regions and those of the country as a whole.

Henry Clay



Use your chart to take notes about nationalism and sectionalism.

Causes



## Nationalism Unites the Country

In 1815, President Madison presented a plan to Congress for making the United States economically self-sufficient. In other words, the country would prosper and grow by itself, without foreign products or foreign markets.

The plan—which Henry Clay promoted as the **American System**—included three main actions.

1. **Establish a protective tariff**, a tax on imported goods that protects a nation's businesses from foreign competition. Congress passed a tariff in 1816. It made European goods more expensive and encouraged Americans to buy cheaper American-made products.

## R. English History

**A. Recognizing Effects** How would the three parts of the American System help to make the country self-sufficient?

2. **Establish a national bank** that would promote a single currency, making trade easier. (Most regional banks issued their own money.) In 1816, Congress set up the second Bank of the United States.
3. **Improve the country's transportation systems**, which were important for a strong economy. Poor roads made transportation slow and costly.

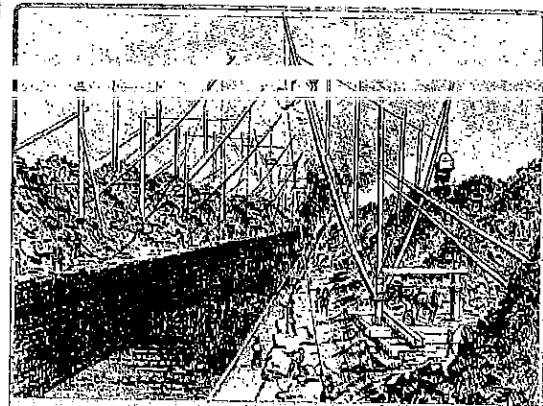
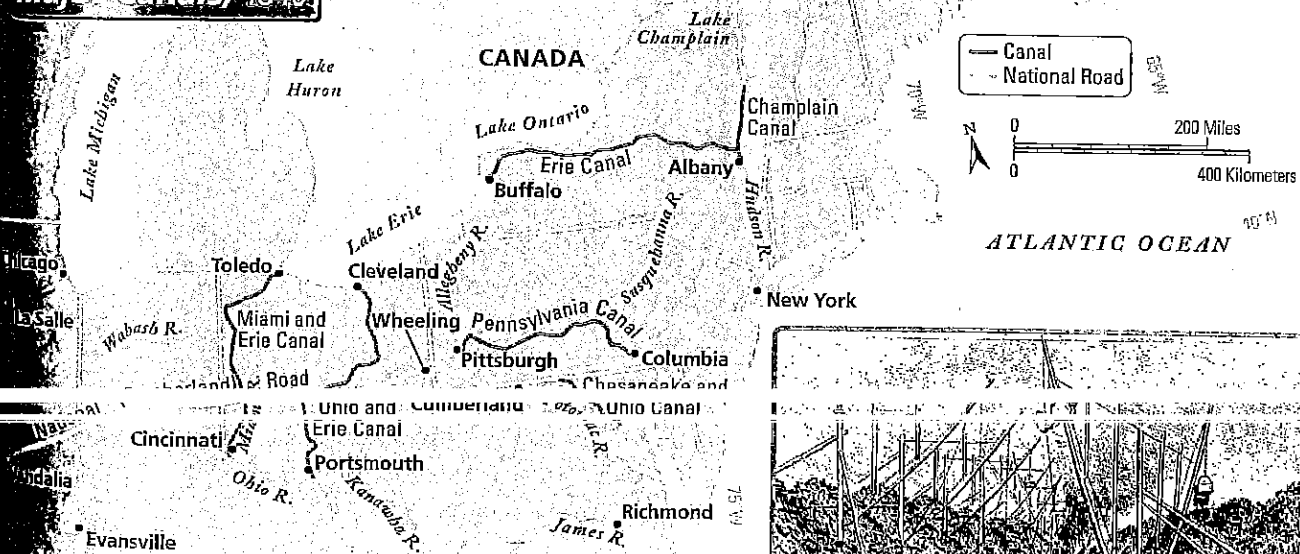
## Roads and Canals Link Cities

Representative John C. Calhoun of South Carolina also called for better transportation systems. "Let us bind the Republic together with a perfect system of roads and canals," he declared in 1817. Earlier, in 1806, Congress had funded a road from Cumberland, Maryland, to Wheeling, Virginia. By 1841, the National Road, designed as the country's main east-west route, had been extended to Vandalia, Illinois.

Water transportation improved, too, with the building of canals. In fact, the period from 1825 to 1850 is often called the Age of Canals. Completed in 1825, the massive **Erie Canal** created a water route between New York City and Buffalo, New York. The canal opened the upper Ohio Valley and the Great Lakes region to settlement and trade. It also fueled nationalism by unifying these two sections of the country.

The Erie Canal allowed farm products from the Great Lakes region to flow east and people and manufactured goods from the East to flow

### Major Canals, 1840



The Erie Canal was 4 feet deep, 40 feet wide, and 360 miles long.

### GEOGRAPHY SKILLBUILDER Interpreting Maps

1. **Movement** By what water route could goods from Cleveland reach New York City?
2. **Region** Which region benefited more from canals—the North or the South?

west. Trade stimulated by the canal helped New York City become the nation's largest city. Between 1820 and 1830, its population swelled from less than 125,000 to more than 200,000.

Around the 1830s, the nation began to use steam-powered trains for transportation. In 1830, only about 30 miles of track existed in the United States. But by 1850, the number had climbed to 9,000 miles. Improvements in rail travel led to a decline in the use of canals.

## The Era of Good Feelings

As nationalist feelings spread, people slowly shifted their loyalty away from state governments and more toward the federal government. Democratic-Republican **James Monroe** won the presidency in 1816 with a large majority of electoral votes. The Federalist Party provided little opposition to Monroe and soon disappeared. Political differences gave way to what one Boston newspaper called the Era of Good Feelings.



James Monroe

During the Monroe administration, several landmark Supreme Court decisions promoted national unity by strengthening the federal government. For example, in *McCulloch v. Maryland* (1819), the state of Maryland wanted to tax its branch of the national bank. If this tax were allowed, the states could claim to have power over the federal government. The Court upheld federal authority by ruling that a state could not tax a national bank.

**Background**  
Maryland also argued that Congress had no power to create the bank, but the Court ruled that it did have such power.

### A VOICE FROM THE PAST

The States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control the operations of the constitutional laws enacted by Congress.

Chief Justice John Marshall, *McCulloch v. Maryland* (1819)

Another Court decision that strengthened the federal government was *Gibbons v. Ogden* (1824). Two steamship operators fought over shipping rights on the Hudson River in New York and New Jersey. The Court ruled that interstate commerce could be regulated only by the federal government, not the state governments.

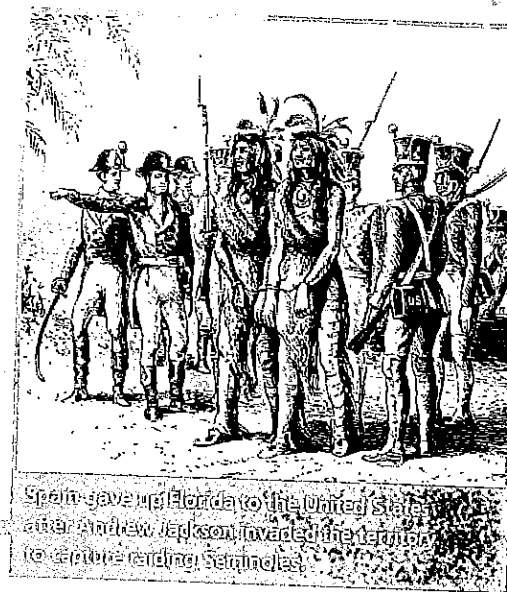
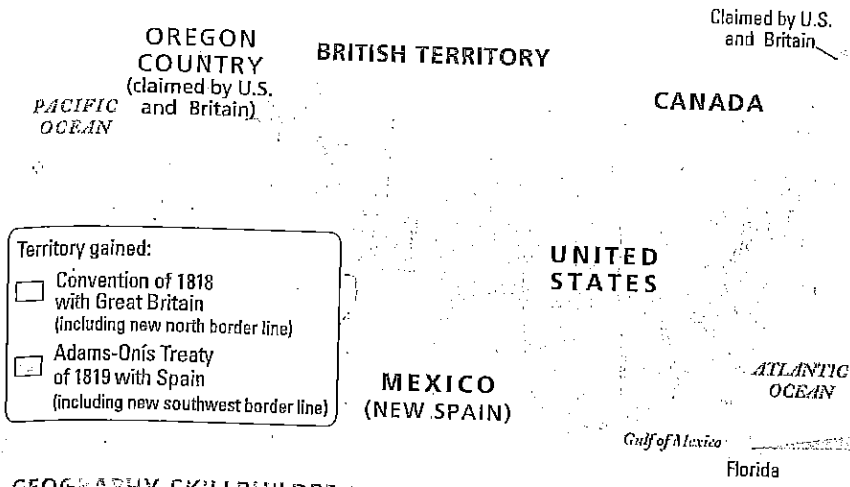
The Supreme Court under John Marshall clearly stated important powers of the federal government. A stronger federal government reflected a growing nationalist spirit.

## Settling National Boundaries

This nationalist spirit also made U.S. leaders want to define and expand the country's borders. To do this, they had to reach agreements with Britain and Spain.

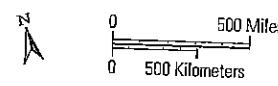
Two agreements improved relations between the United States and Britain. The Rush-Bagot Agreement (1817) limited each side's naval

**Reading History**  
**B. Finding Main Ideas** How did the Supreme Court strengthen the federal government?



# GEOGRAPHY SKILLBUILDER Interpreting Maps

1. **Location** How far west did the Adams-Onís Treaty Line extend?
2. **Region** Who claimed the Oregon Country?



**Reading History**  
C. Analyzing  
Causes Why did Andrew Jackson invade East Florida?

forces on the Great Lakes. In the Convention of 1818, the two countries set the 49th parallel as the U.S.-Canadian border as far west as the Rocky Mountains.

But U.S. relations with Spain were tense. The two nations disagreed on the boundaries of the Louisiana Purchase and the ownership of West Florida. Meanwhile, pirates and runaway slaves used Spanish-held East Florida as a refuge. In addition, the Seminoles of East Florida raided white settlements in Georgia to reclaim lost lands.

In 1817, President Monroe ordered General Andrew Jackson to stop the Seminole raids, but not to confront the Spanish. Jackson followed the Seminoles into Spanish territory and then claimed the Floridas for the United States.

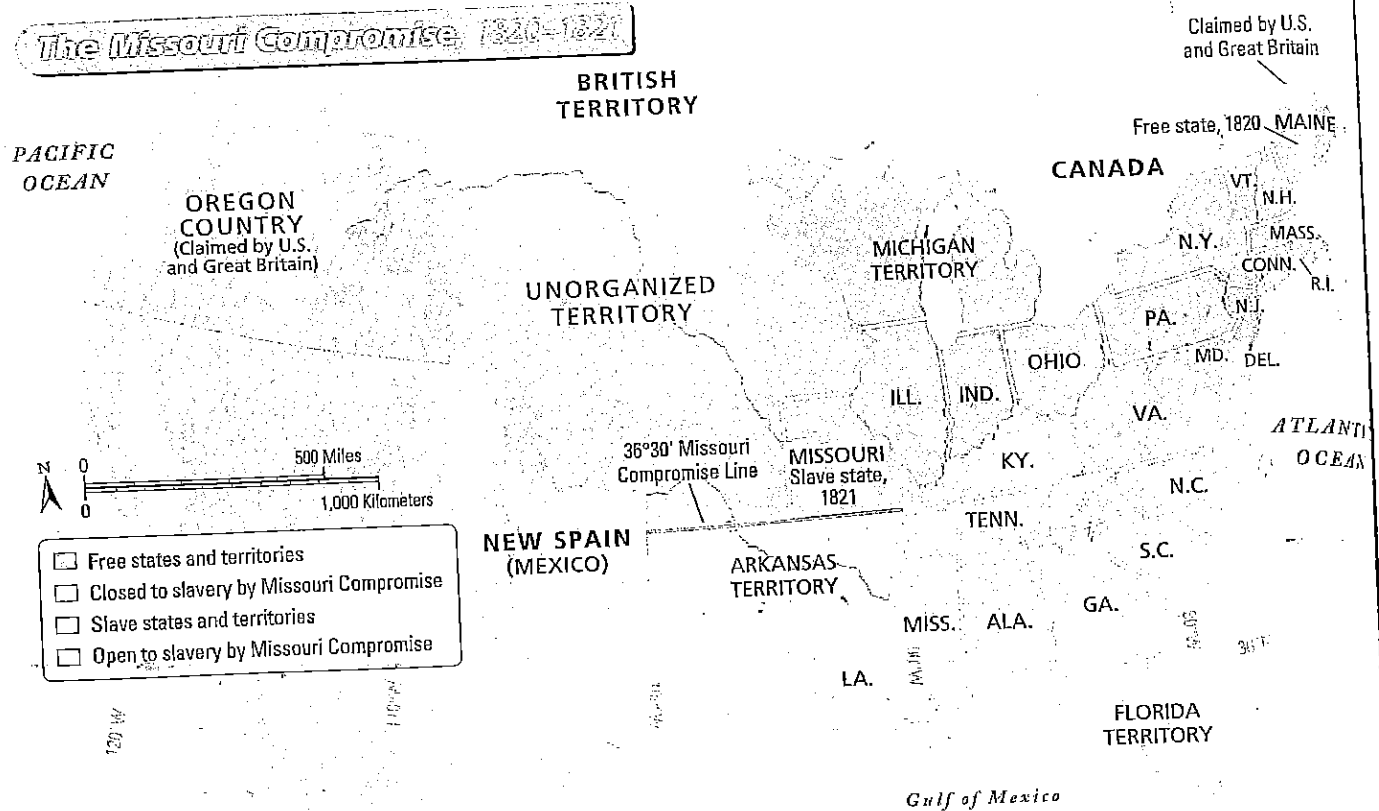
Monroe ordered Jackson to withdraw but gave Spain a choice. It could either police the Floridas or turn them over to the United States. In the Adams-Onís Treaty of 1819, Spain handed Florida to the United States and gave up claims to the Oregon Country. The map above shows boundaries drawn and territories gained in 1818 and 1819.

## Sectional Tensions Increase

As the nation was unifying the country, sectionalism was threatening to drive it apart. **Sectionalism** is loyalty to the interests of your own region or section of the country, rather than to the nation as a whole. Economic changes had created some divisions within the United States. As you have seen, white Southerners were relying more on cotton and slavery. In the Northeast, wealth was based on manufacturing and trade. In the West, settlers wanted cheap land and good transportation. The interests of these sections were often in conflict.

Sectionalism became a major issue when Missouri applied for statehood in 1817. People living in Missouri wanted to allow slavery in their state. At the time, the United States consisted of 11 slave states and 11

## The Missouri Compromise 1820-1821



### GEOGRAPHY SKILLBUILDER Interpreting Maps

- Location** At what latitude was the Missouri Compromise Line?
- Region** What territory was opened to slavery by the Missouri Compromise?

free states. Adding Missouri as a slave state would upset the balance of power in Congress. The question of Missouri soon divided the nation.

## The Missouri Compromise

For months, the nation argued over admitting Missouri as a slave state or a free state. Debate raged in Congress over a proposal made by James Tallmadge of New York to ban slavery in Missouri. Angry Southerners claimed that the Constitution did not give Congress the power to ban slavery. They worried that free states could form a majority in Congress and ban slavery altogether. Representative Thomas Cobb of Georgia expressed the Southerners' point of view when he responded to Tallmadge.

### A VOICE FROM THE PAST

If you persist, the Union will be dissolved. You have kindled a fire which all the waters of the ocean cannot put out, which seas of blood can only extinguish.

Thomas Cobb, quoted in *Henry Clay: Statesman for the Union*

Meanwhile, Maine, which had been part of Massachusetts, also wanted statehood. Henry Clay, the Speaker of the House, saw a chance for compromise. He suggested that Missouri be admitted as a slave state and Maine as a free state. Congress passed Clay's plan, known as the Missouri Compromise, in 1820. It kept the balance of power in the Senate

**Reading History**  
D. Analyzing Points of View  
Why was it so important to Southerners to admit Missouri as a slave state?

between the slave states and free states. It also called for slavery to be banned from the Louisiana Territory north of the parallel 36° 30', Missouri's southern border.

Thomas Jefferson, nearing 80 years old and living quietly in Virginia, was troubled by the Missouri Compromise. Worried that sectionalism would destroy the country, Jefferson wrote: "In the gloomiest moment of the Revolutionary War I never had any apprehension equal to what I feel from this source."

*"If you persist,  
the Union will  
be dissolved."*

Thomas Cobb

## The Monroe Doctrine

The nation felt threatened not only by sectionalism, but by events elsewhere in the Americas. In Latin America, several countries had successfully fought for their independence from Spain and Portugal. Some European monarchies planned to help Spain and Portugal regain their colonies, hoping to keep the urge to revolt from reaching Europe. U.S. leaders feared that if this happened, their own government would be in danger.

Russian colonies in the Pacific Northwest also concerned Americans. The Russians entered Alaska in 1784. By 1812, their trading posts reached almost to San Francisco.

In December 1823, President Monroe issued a statement that became known as the **Monroe Doctrine**. (See Interactive Primary Source, page 360.) Monroe said that the Americas were closed to further colonization. He also warned that European efforts to reestablish colonies would be considered "dangerous to our peace and safety." Finally, he promised that the United States would stay out of European affairs. The Monroe Doctrine showed that the United States saw itself as a world power and protector of Latin America.

In Chapter 12, you will learn how a new democratic spirit grew—and how Native Americans suffered—during Andrew Jackson's presidency.

**Background**  
Latin America refers to the Spanish- and Portuguese-speaking nations of the Western Hemisphere south of the United States.

**Background**  
The ideas in the Monroe Doctrine came from John Quincy Adams, Monroe's secretary of state. Adams delivered a speech against colonization on July 4, 1821—two years before Monroe announced his doctrine.

### Section 3 Assessment

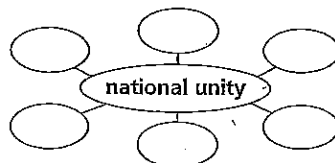
#### 1. Terms & Names

Explain the significance of:

- Henry Clay
- American System
- Erie Canal
- James Monroe
- sectionalism
- Missouri Compromise
- Monroe Doctrine

#### 2. Using Graphics

On a diagram like the one below, name things that contributed to national unity in the early 1800s.



Which of these are still important for national unity?

#### 3. Main Ideas

- How did the Erie Canal help the nation grow?
- How did the Missouri Compromise resolve a conflict between the North and South?
- What was the main message of the Monroe Doctrine, and toward whom was it directed?

#### 4. Critical Thinking

**Recognizing Effects** If the Supreme Court had decided differently in *Gibbons v. Ogden* or *McCulloch v. Maryland*, what might be one result today?

#### THINK ABOUT

- if states could interfere with federal laws
- if states controlled interstate commerce

#### ACTIVITY OPTIONS

#### LANGUAGE ARTS

#### ART

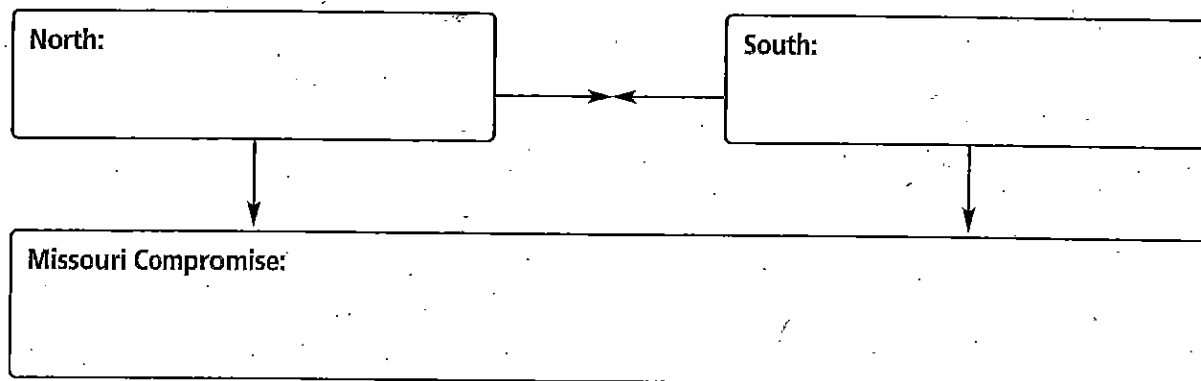
In an editorial or a political cartoon, give your opinion of either the Missouri Compromise or the Monroe Doctrine.

## Guided Reading

**A. Finding Main Ideas** Fill in the chart as you read pages 354–357. Note how each force moved the United States toward growth or national unity.

Force	How It Led to Growth or National Unity
1. The American System	
2. The building of roads and canals	
3. Supreme Court decisions	
4. Boundary settlements	

**B. Analyzing Points of View** Fill in the diagram as you read about admitting Missouri to statehood, on pages 357–359. Explain what the North wanted, what the South wanted, and what the Missouri Compromise offered both sides.



**C. Summarizing** On the back of this paper, summarize the message of the Monroe Doctrine and the events that led President Monroe to issue it.

## Reteaching Activity

### Finding Main Ideas

The statements below relate to the period following the War of 1812. Find details from the section that support each statement. Then write them in the space provided.

1. The War of 1812 gave rise to social, political, and economic nationalism.

a: \_\_\_\_\_

b: \_\_\_\_\_

2. The Supreme Court strengthened the power of the federal government.

a: \_\_\_\_\_

3. The Erie Canal was important to the development of the West.

a: \_\_\_\_\_

b: \_\_\_\_\_

4. American nationalism included a bold foreign policy.

a: \_\_\_\_\_

b: \_\_\_\_\_

c: \_\_\_\_\_

d: \_\_\_\_\_

5. Sectionalism lay just beneath the surface of this wave of nationalism.

a: \_\_\_\_\_

b: \_\_\_\_\_

c: \_\_\_\_\_